

Faculty Excellence Award Application Form



Name: Lyndall Muschell

Rank: Full Professor

Department: Teacher Education

Award applying for:

(Check one)

	Excellence in Teaching Award*
	Excellence in Online Teaching Award*
	Excellence in Scholarship & Creative Endeavors Award*
√	Excellence in University Service*
	Excellence in Scholarship of Teaching & Learning Award*
	Department/Program Excellence Award^
	Irene Rose Community Service Award^
	Laurie Hendrickson McMillian Faculty Award^

*college selection required before being forwarded to university

^university awards

College nominees' final applications received by Center for Teaching and Learning (ctl@gcsu.edu) by March 1, 2019.

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the [Center for Teaching and Learning website](#).



Date: February 20, 2021

To: Craig M. Turner Excellence in University Service Award Committee
From: Cheryl Reynolds, Ed.D
Subject: Nomination Letter for Dr. Lyndall Muschell

I am grateful for the honor and humbled by the opportunity to nominate Dr. Lyndall Muschell, Professor of Early Childhood Education, for the Craig M. Turner Excellence in University Service Award. Although the award committee shall review her last five years of service to the Georgia College (GC) community, I can attest that her commitment to service has been consistent and has never wavered during the 23 years I have known her. Her commitment has only grown stronger as her ability to serve has grown with her knowledge, expertise, leadership, and trusting transparent relationships to make that service more impactful over time.

This letter is written not to delineate her activities or even to bring attention to her extraordinary impact during the last five years. The components of her portfolio address both activities and impact. This letter must serve a higher purpose and that purpose is to convey my perceptions of her values and commitment in her service. It was the values and commitment with convergence of roles and responsibilities that led to ongoing significant impact for Georgia College.

One could write letters about the service of others to Georgia College but there have been few leaders who have been as selfless in service for the common good as Dr. Muschell. It is that servant leadership of continuous improvement for the shared purpose of the Georgia College community that defines her contributions.



Department of Teacher Education
John H. Lounsbury College of Education
Campus Box 70
Milledgeville, Georgia 31061-0490

24 February 2021

University Excellence Awards Committee
Georgia College
Milledgeville, GA 31061

Greetings, Members of the University Excellence Awards Committee:

I write in full support of Dr. Lyndall Muschell's nomination for the Craig M. Turner Excellence in Service Award, someone with whom I have learned from and learned with for over a decade at Georgia College.

The "Architects of Change" conceptual framework guides the work of the faculty in the John H. Lounsbury College of Education (JHL CoE) as we help develop professional educators. Our aim to "create *empowered leaders* who have the ability to *cultivate partnerships* within the schools and community, *act as advocates* for the students under their care, and *collaborate with others* to creatively solve problems and make decisions" is reflected in Dr. Muschell's work. Her continual service highlights the ways in which she is an *empowered leader* who *cultivates partnerships* throughout the Georgia College community and beyond, *acts as an advocate* for students, colleagues, and community members, and *collaborates* with others to generate solutions to a wide variety of challenges. Indeed, Dr. Muschell enacts and embodies these essential attributes and serves as a model and mentor to others in her service endeavors.

Dr. Muschell's sustained service to our Department of Teacher Education, the JHL CoE, Georgia College, and her profession is noteworthy because of its significant and far-reaching influence. In her service to Georgia College as an elected faculty senator since 2009 as well as her service as Chair and Co-Chair on several committees, she was involved in matters pertaining to university-wide curriculum changes. A particularly significant example of Dr. Muschell's service is her collaborative efforts to form the University Curriculum Committee (UCC) after the dissolution of the Curriculum and Assessment Policy Committee. After the formation of UCC, she was elected chair of this committee and continues to serve in this role today. Dr. Muschell's commitment to shared governance as well as democratic living and learning are enacted in her leadership and active involvement in these service efforts.

Dr. Muschell's commitment to shared governance and democratic living and learning is also evident in her service to the JHL CoE and our department. Most notably, Dr. Muschell's service on tenure and promotion guidelines—at the University level as the JHL CoE representative on

the Georgia College Tenure and Promotion Task Force and at the College level on the One Evaluation Task Force and as chair of the of CoE Tenure and Promotion Committee—resulted in the creation of a common evaluation instrument in the JHL CoE that is used by faculty to reflect and self-assess as well as department chairs to evaluate and provide meaningful feedback on Individual Faculty Reports. Indeed, the tenure and promotion process is a significant aspect of our profession in higher education. The vast amount of time and energy Dr. Muschell invested in holding focus group and lunch sessions to listen to colleagues and engage in conversations as well as in the independent and collaborative efforts to produce a common evaluation instrument of were instrumental in advancing the work.

While it is important to identify and describe Dr. Muschell’s numerous service ventures and their impact on Georgia College, the JHL CoE, our department, and our profession, it is also crucial to emphasize the ways in which Dr. Muschell’s service is a significant aspect of her integrated work and identity as a teacher educator, scholar, mentor, and colleague. Her beliefs, principles, and actions are rooted in democratic ideals wherein multiple perspectives are vital and embraced; one’s voice is used to advocate for others, ask questions, and engage in civil discourse; and active participation is required. She employs these beliefs in her work and views service as an opportunity to contribute to the continual refinement and advancement of our policies and guidelines and to preserving our core democratic tenets.

Dr. Muschell is an asset to our Georgia College community, and she is well-deserving of the Craig M. Turner Excellence in Service award. As she continues to help teacher candidates develop as “Architects of Change,” she continues to model for teacher candidates and colleagues the ways in which to be an agent of change through her long-standing, significant service contributions.

Sincerely,

A handwritten signature in cursive script that reads "Joanne L. Previts".

Joanne L. Previts, Ph.D.
Interim Chair, Department of Teacher Education
Professor of Middle Grades Education
The John H. Lounsbury College of Education
Georgia College

College of Arts and Sciences

24 February 2021

To the Excellence Awards Committee:

I am pleased to support **Dr. Lyndall Muschell** for the Craig M. Turner Excellence in University Service Award. I know other letters of support will sing Lyndall's praises as a department and college colleague, but I know her best from her service to the university, which follows the example set by Dr. Craig Turner and yet ultimately forges her own model with a dedicated partnership with faculty, staff, and students on institutional issues in general as well as a purposeful collaboration with faculty on the curriculum in particular. I admired Craig's lived principles of shared governance, I now look to Lyndall for not only leadership on University Senate but also University Curriculum Committee.

Lyndall has served four consecutive terms on University Senate since 2009 and has served on University Curriculum Committee since its creation in 2018. On Senate, she has not only served on various standing committees (Academic Policy Committee; Curriculum and Assessment Policy Committee; Educational Assessment Policy Committee; Executive Committee of University Senate) and subcommittees (Subcommittee on Nominations) but has also served in officer roles (APC Vice-Chair, CAPC Chair twice, EAPC Chair once, ECUS Chair once, ECUS Vice-Chair once, SCoN Chair once), notably including Presiding Officer of University Senate.

In her two years of service as Curriculum and Assessment Policy Committee (CAPC) chair, she oversaw 32 motion recommendations involving creation of undergraduate certificates and concentrations, creation of masters programs, creation of departments, changes to course delivery format in various programs, and deactivation of majors and minors. Her committee also presided over countless modifications of existing undergraduate and graduate programs, new course proposals, and course modifications. CAPC was the most labor intensive committee on Senate; as point of comparison, most committees yield one or two motions per year. As someone who has chaired a standing committee, I can attest to the fact that it requires equal amounts of diplomatic sensitivity to constituents and administrative concerns as well as excellent organizational and time management skills in terms of behind-the-scenes preparation and the actual hearing itself. Lyndall, the chair of CAPC was the university's unsung hero because of the sheer amount of deliberation items. If the committee stalled or stumbled, curricular development across the campus could grind to a halt. When curriculum was moved out of Senate to a separate process, Lyndall maintained her commitment to the essential tasks of University Senate (recommending policy and advising the administration) and took on the additional service of University Curriculum Committee (UCC). In her years as chair of UCC, the curriculum approval load has remained consistent, i.e., heavy, as it was within Senate. Her monthly reports to University Senate regularly consist of multiple pages of curriculum approvals.

I was grateful both times my department proposals came up before her curriculum committees (first, CAPC for an overhaul of our upper-division literature concentration requirements that involved a modification to an existing program and more than 20 new course proposals and course modifications, second, UCC, for a new concentration proposal for film, media, and culture involving more than 10 new courses proposals and course modifications) because I knew and know that Lyndall presides over a fair, consistent, and timely hearing process. Faculty across the university spend hundreds of work-hours per year on curricular development and the university needs a fair and conscientious approvals process. Lyndall is an exemplary curriculum chair for the entire university; we need more faculty like her at every level of shared governance.

Before she was UCC chair, and before she was CAPC chair, Lyndall served as Presiding Officer of University Senate and Chair of Executive Committee of University Senate. There's a reason no PO has served in the position more than once: the democratic reward of representing and guiding the collective voice of the faculty, staff, and students is completely tempered by the intellectual and administrative effort involved in the position. As PO and ECUS chair, Lyndall planned the governance retreat, coordinated the agenda for three meetings per month, presided over three meetings per month, served as faculty senator representative on university/ administrative committees such as the President's Commission on Diversity and the Provost's Academic Leadership Team, and worked with the President and Provost on campus issues outside of committee work. She prepared a motion to amend the University Senate bylaws regarding representation on the Subcommittee on the Core Curriculum; and she led University Senate's endorsement of the Quality Enhancement Plan. One's year as PO is a whirlwind of meetings and coordination in service of every student, every staff member, and every faculty member on campus.

Additionally, as chair of the Subcommittee on Nominations one year, Lyndall was responsible for oversight of faculty elections in the colleges and library, running the at-large senator faculty election, calling for faculty volunteers to serve on committees, and placing faculty senators on committees in a manner that equitably represented the colleges and library as well as maintained continuity of committee membership. As voting representative on University System of Georgia Faculty Council one term, Lyndall participated in the fall and spring meetings of the council. She not only served the university but the university system.

Dr. Lyndall Muschell's devotion to university service is unrivaled. I cannot think of a faculty member more deserving of the Excellence in University Service award given in Craig Turner's name than Lyndall. Craig stood for shared governance on our campus, and Lyndall continues his work by representing the curriculum development process as well. Our institution owes an enormous debt of gratitude to Lyndall, not only for her work representing every member of the campus community in University Senate but also for her essential labor regulating the curriculum approvals process.

Sincerely,



Alex E. Blazer
Secretary, University Senate
alex.blazer@gcsu.edu
(478) 445-0964



Date: February 14, 2021

To: Craig M. Turner Excellence in University Service Award Committee
From: J. W. Good, Ed.D.
Subject: Letter of Support for Dr. Lyndall Muschell

From personal and professional perspectives, it is an honor to support the nomination of Dr. Lyndall Muschell, Professor of Early Childhood Education, for the Craig M. Turner Excellence in University Service Award. Having worked with Dr. Muschell since 2001, I have observed her impact on the university to be ongoing, significant, and worthy of university recognition. During the past five years she has demonstrated authentic inclusiveness of all faculty, positive vision in her service engagement, and consistent transparency in her leadership actions.

For purposes of this nomination, I wish to highlight the impact, context, and distinguished service that Dr. Muschell contributed as an interdependent member of a four-person team, the College of Education One Evaluation Task Force. The dean charged this group with the responsibility of creating one evaluation instrument for the JHL College of Education and presenting the final product for faculty approval. For context, the college had operated with three different evaluation instruments developed by each of the three existing departments at that time. Faculty voting to select one instrument from the three existing instruments resulted in faculty from each department voting for that department's instrument which it developed and understood. A stalemate existed for collective change and improvement.

As a member of the One Evaluation Task Force during AY2017 and AY2018, I observed critical contributions made by Dr. Muschell. The college had no updated location for placement of policy, procedures, and exhibits. As Tenure and Promotion Committee Chair, she was the only faculty member who had assembled a complete set of current policies related to annual evaluation, tenure and promotion, and had volunteered to capture the drafts of the new instrument as developed by the task force. The final result captured the desired culture of the JHL College of Education in encouraging documentation of impact over activity, and collective energy focused on common beliefs associated with high performing organizations. College faculty unanimously approved the instrument.

Dr. Muschell also served as Chair of the Council for the Accreditation of Educator Preparation Standard Three Committee on Candidate Recruitment, Progression, and Support. This college accreditation committee operated during AY2019 and AY2020. As Co-Chair of Standard 4,

Program Impact, I can attest to the critical nature of impact of Dr. Muschell's specific work on documenting the college's consistent focus on quality processes at each stage of candidate engagement with the university and the support provided to those candidates.

Overall, Dr. Muschell is perceived by the faculty as a dedicated and loyal servant leader for the university beyond expectations for distinguished service. She has demonstrated collaboration, flexibility, and continuous improvement of outcomes with accuracy and precision while removing barriers from the productive work of others.

I am honored to be recognized as the College of Education (CoE) nominee for the Craig M. Turner Excellence in University Service Award for the second time during my 34 years at Georgia College. In Spring of 2015, I was selected as the recipient of the first Bobcat Award designated as the Excellence in Service Award. Preparing the current application has caused me to reflect upon my service in a way that I have not since 2014 when I prepared my portfolio to support *that* award nomination. In doing so, I came upon the opening statement of the narrative that I had written at that time, which read:

“The best way to find yourself is to lose yourself in the service of others.”
(Mahatma Ghandi)

The quote above seems to fully describe my experiences as a member of the faculty within the College of Education. All that I have undertaken -- my record of superior teaching, academic achievements, and outstanding service-- is interconnected. The common thread connecting my accomplishments and contributions is service. Through my dedication to serving the Early Childhood Program, the Department of Early Childhood and Middle Grades, the College of Education, Georgia College, and education as a profession, I have found myself; it is this work that defines me as a teacher and teacher educator.

As I prepare *this* narrative, I find that the statement above still proves true. I cannot subtract the impact of my service from who I am as a teacher, teacher educator, scholar, or leader. One may wonder what has changed over the past six years since last receiving this award. My response is “a strengthened commitment to advocacy,” both in being an advocate through my service and encouraging others to have strong “voices” for themselves and others. I am committed to having the courage “to take a stand,” to be open to broadening my perspectives by listening to the “voices” of others, and to be a dedicated “voice” for others. The intent of the narrative which follows is to describe the impact of my service to the University, to the College of Education, to the Department of Teacher Education, the Early Childhood Education Program, and the profession over the past six years. By embracing the opportunities that have presented themselves, I have found *the* common thread within my service. That thread is advocacy.

Committing to service at the university, college, department, and program levels provides unique opportunities to build strong relationships among a range of individuals, individuals who bring varying perspectives which have the potential to impact decisions which have implications for Georgia College as an institution, faculty, staff, and students. The abbreviated vita provides a listing of selected service contributions since 2014; all of which have had a certain degree of impact. However, within this narrative I have chosen to focus on those which I believe contribute most significantly my dedication to advocacy.

Service to the University

Commitment to shared governance has led to my continuous service to the University Senate as an elected faculty senator for the CoE since 2009. Since 2014, I have served in the following roles Presiding Officer Emeritus (2014-15), Chair of the Curriculum and Assessment Policy Committee (CAPC) (2016-November 2017), Chair of the Educational Assessment Policy Committee (EAPC) (November 2017-18), Vice-Chair of the Academic Policy Committee (APC) (2018-19), member of the Executive Committee (2013-16, 2019-present). Each of these

leadership roles has offered multiple opportunities to serve as a representative and advocate for the CoE and greater Georgia College community.

During my time as Chair of the CAPC (2016-November 2017), approximately 100 informational items were reported to Senate, and 32 motions were brought to Senate floor for a vote. These motions impacted university-wide curriculum changes in the form of the creation, modification, and deactivation of degree programs, minors, concentrations, certificates, and courses. Due to the importance of these decisions, as chair, I had instituted the practice of regularly extending invitations to CAPC meetings to proposal representatives, thus, providing a space for advocacy.

One of the most challenging and controversial CAPC proposals that came to a vote on the Senate floor was the deactivation of a program. Negotiation of this particular deactivation required much of my leadership skills within both CAPC and University Senate meetings, as conflicts needed to be addressed while encouraging and supporting engagement in civil discourse. Constituents, including faculty, administrators, and students, attended CAPC meetings to present both supporting and oppositional perspectives on the process and impact of the deactivation. It was, in fact, these debates and decisions that led to an intensive review of the scope of CAPC and, ultimately, to two significant revisions of the University Senate Bylaws – one which dissolved CAPC as a University Senate Committee and established EAPC and one which later dissolved EAPC.

Upon the dissolution of CAPC, there was a need to provide an avenue for university-wide oversight in the governance process for curriculum matters. Because of my commitment to shared governance, I sought the appointment as the CoE representative on the University Curriculum Committee Task Force. Following the charge put forth by the President, task force members established the University Curriculum Committee (UCC) to ensure consistency and quality of curriculum across academic programs. At the first meeting of the UCC in January 2018, I was elected to serve as chair, a position that I have continued to hold. After functioning under the guidelines of the original charge for an academic term, bylaws for the UCC were developed and adopted. During my tenure as chair, UCC has deliberated and acted upon 64 proposals impacting the creation, modification, and deactivation of degree programs, minors, concentrations, certificates, and courses and has processed approximately 275 informational items. In addition, as chair of UCC, it has been my responsibility to serve as the liaison to the University Senate, providing reports for all committees with curriculum oversight including the General Education Committee, Graduate Council, and University Curriculum Committee.

Service to the College of Education

Supporting the process of Tenure and Promotion is an area of service in which I have demonstrated a significant level of impact through continuous service in multiple capacities since 2008. It is an area about which I am particularly passionate, as it represents the process by which tenure-track faculty are afforded the opportunity to formally advocate for recognition and value of their work in the areas of teaching, academic achievement, and service. I believe strongly, that rather than a “one size fits all” approach, the guidelines for awarding tenure and promotion should be reflective of the standards which are delineated and enforced by professional organizations and accrediting bodies for the profession, should honor the uniqueness of work characterized by these professions, and should empower faculty to strive toward excellence in all

areas. Serving as the CoE representative on the Georgia College Tenure and Promotion Task Force from 2015 to 2017 allowed me the opportunity to advocate for CoE faculty as the development of common university-wide tenure and promotion guidelines and review were explored. These efforts in advocacy were informed by the voices of CoE faculty as they participated in multiple focus groups and “brown bag” lunch conversations, which I organized and conducted as chair of the CoE Tenure and Promotion Committee. These perspectives supported others in understanding the unique nuances of CoE programs, licensures, accreditation processes, and professional standards. Though no consensus was met by the task force, members engaged in much debate, considering a range of perspectives. Among the outcomes were that the uniqueness of colleges and departments should be honored and valued, with standards of excellence determined by departments and colleges; reviewers from the colleges and departments should provide contextualized letters to advocate for faculty; and colleges should be empowered to provide the option of instituting external reviews.

In 2017 the One Evaluation Task Force was formed by the CoE Dean with the charge to address the outcomes of the Georgia College Tenure and Promotion Task Force and to develop a common evaluation instrument to be used for the providing feedback on the Individual Faculty Report for faculty in the CoE. As chair the CoE Tenure and Promotion Committee, I was identified by the Dean to serve as a member. The four members of the task force worked interdependently over the course of a year to develop the following documents which now guide the Annual Review process, Tenure and Promotion, and Pre-Tenure Review: John H. Lounsbury College of Education Annual Evaluation Instrument - Form for Self and Administrative Assessment (*adopted December 2017*); JHL College of Education - Peer Advisory Evaluation Appeal Panel (*adopted January 2018*); Guidelines for Conducting Pre-tenure Reviews (*adopted March 2018*); and the John H. Lounsbury College of Education Tenure and Promotion Policies, Procedures, and Exhibits (*adopted August 2018*).

Serving as Chair of the Tenure and Promotion Committee from 2014 to present, in addition to organizing and presiding over the review process of applications for tenure and promotion of tenure-track faculty in the CoE, I have been afforded the unique opportunity of mentoring faculty through the processes of pre-tenure review, development of scholarly agendas, and the compilation and submission of tenure and promotion portfolios. Within each of these experiences, I seek the opportunity to communicate to faculty that they should act as advocates for themselves and their accomplishments in the process. It is through their narratives that they explain the impact and value of their bodies of work.

Service to the Department of Teacher Education and Early Childhood Education Program
As a member of the Department of Teacher Education, my “home” is within the Early Childhood Education Program. The focus of my academic career has been the continuing development of both the graduate and undergraduate programs. As program coordinator from 2013 to 2017, I frequently attended university-wide events such as Spring Fest, Fall Fest, and Majors Fairs to promote the program. However, I believe the most impactful service that I have provided for the programs in Early Childhood is authoring the Specialized Professional Associations (SPA) Reports. It is through successful reviews of these reports that programs gain “National Recognition.” The SPA for Early Childhood Education is the National Association for the Education of Young Children (NAEYC). In 2016, using the data collected over a three-year

period from designated program assessments, I compiled and submitted the SPA Reports seeking national recognition for the B.S. and M.Ed. in Early Childhood Education. The reviews of the reports by NAEYC were both returned with “conditions.” The “conditions” required the revision of the rubrics for all assessments to align with new NAEYC guidelines for recognition. Committed to obtaining national recognition for the Early Childhood Education Programs, I revised all rubrics for the graduate and undergraduate assessments, including the development of a glossary of terms to clarify expectations. After collecting two rounds of data for all assessments, I authored the Response to Conditions Report for both the B.S. and M.Ed. programs. These efforts resulted in the “National Recognition” by NAEYC for the undergraduate program. The M.Ed. program was not granted recognition; however, due to the nature of the report Dr. Holley Roberts and I pursued a second review and consultation. During a conference call, as the report author, I defended the assessments and rubrics, advocating for the quality of the program.

As a faculty member in the Early Childhood Education Program, my goal is to be an advocate for best practice by working toward continuous program improvement. This is accomplished by recognizing the need to remain current and aligned with professional standards and responding to changes in certification requirements set forth by the Georgia Professional Standards Commission (GaPSC) and the Council for Accreditation of Educator Preparation (CAEP). For this reason, I embrace the opportunity and challenge of developing, revising, and/or refining common program assessments. Examples include continuing reflection upon and refinement of the Teacher Work Sample (TWS) and the development of the Professional Learning Plan which is required by the GaPSC upon the program completion and certification.

Service to the Profession

As a faculty member, I have been afforded a myriad of opportunities to serve Georgia College, the College of Education, and the Department of Teacher Education. In addition, as I have pursued my own research and professional interests. Aligned with these, I have also sought avenues by which I could be an advocate for best practice within the profession. Select presentations are highlighted in the abbreviated vita. These reflect specific directions that I have recently chosen for advocating for teacher preparation programs in supporting the development of educators who are prepared to embrace the challenges that await them in diverse classrooms. I continue to embrace opportunities to be an advocate through the dissemination of research findings and the impact of implementation of unique models which opens the forum to the voices of others and to new perspectives, thus, contributing to the body of knowledge within the profession itself.

“Life is for service.” Fred Rogers

The quote of above defines the lens through which I view my “life” as a member of the Georgia College community. My commitment to service impacts and is intertwined within every facet of my roles and responsibilities as a teacher educator, scholar, and leader. Disentangling service from my contributions to teaching and academic achievement is impossible due to the depth of their interconnectivity. It is through my service to Georgia College and my profession, that I have found my “voice.” It is my hope that my commitment to service has and will continue to support others in finding their “voices” as well.

Lyndall H. Muschell Ed.D.

Georgia College & State University

Professor, Department of Teacher Education, John H. Lounsbury College of Education

Email: lyndall.muschell@gcsu.edu Phone: 478-445-1909

Education

Doctorate in Education, Georgia Southern University, 2005

Specialist in Education, Georgia College, 1994

T-5 Certification, Georgia College, 1986

Master of Education, Georgia College, 1981

Bachelor of Science, Georgia College, 1977

Curriculum Studies

Early Childhood Education

Early Childhood Education

Home Economics Education

Home Economics Education

Professional Positions

2012-present Professor, Georgia College, Department of Teacher Education

2007-2012 Associate Professor, Georgia College, Dept. of Early Childhood and Middle Grades Education

2013-2017& 2005-2008 Program Coordinator, Early Childhood, Dept. of Early Childhood and Middle Grades Education

1997-2000 Director, Peabody Child & Family Center, Georgia College

1991-2007 Assistant Professor, Georgia College, Dept. of Early Childhood and Middle Grades Education

1989-1991 Temporary Instructor, Dept. of Curriculum and Instruction, Georgia College

1986-1996 Assistant Director and Lead Teacher, Peabody Child & Family Center, Georgia College

Selected Service to the University

University Senate

- Elected Faculty Senator for College of Education, University Senate. (2009-Present)
- Committee Member, Executive Committee, University Senate. (2012-2016, 2019-Present)
- Committee Member, Sub-Committee on Nominations, University Senate. (2012-Present)
- Vice-Chair, Academic Policy Committee - University Senate. (2018-2019)
- Committee Member, University Senate Bylaws Revision Committee. (2016-17, 2017-18)
- Committee Chair, Education and Assessment Policy Committee. (Nov. 2017-May 2018)
- Committee Chair, Curriculum and Assessment Policy Committee. (Apr. 2016-Nov. 2017)
- CAPC Representative, Curriculum and Co-Curriculum Steering Committee. (2017)
- Committee Member, Governance Retreat Planning Committee. (2011-2016)

University Curriculum Committee

- Chairperson, University Curriculum Committee. (Jan. 2018-Present)
- Task Force Member, University Curriculum Committee Task Force. (2017)

Other Service to the University

- Committee Member, Montessori Academy Advisory Panel. (2019-Present)
- Committee Member, Hemphill-Sallstrom Award Committee. (2018, 2019, 2020)
- GIFT-Trained Facilitator, Mid-Term Course Assessment - CETL. (2012-2019)
- College of Education Representative, Faculty Advisory Council. (2017-Present)

- Committee Member, School of Nursing, Review of Promotion for Full Professors. (2015, 2020)
- Committee Member, Phi Kappa Phi Commencement Speaker Committee. (2017, 2018)
- Interviewer of Potential Recipients, President Scholars Competition. (2017)
- PLC Member, Study Abroad Study Away - Professional Learning Community. (2017)
- Committee Member, Fulbright Scholarship Reviews and Interviews. (2016-2017)
- College of Education Representative, GC Tenure & Promotion Task Force. (2015-2017)
- Committee Member, International Education Committee. (2011-2016).
- Committee Member, International Education Committee - Sub-Committee on International Students and Subcommittee on Scholarships. (2011-2016)
- Committee Member, HERS Application Review Committee. (2015-2017)
- Committee Member, Strategic Planning - Graduate Committee. (2015-2016)
- Committee Member, Liberal Arts Renewal Project - Steering Committee. (2015-2016)
- Discussion Facilitator, Liberal Arts Renewal Project. (2015 - 2016)

Selected Service to the College of Education

- Committee Co-Chair, CAEP Standard 3 Committee. (2019-Present)
- Committee Member, Educator Preparation Stakeholders Council. (2019-Present)
- Committee Chair, College of Education Tenure & Promotion Committee. (2014-Present)
- Committee Chair, Tenure & Promotion Committee of the Whole. (2014-Present)
- Faculty Advisor, Student Professional Association of Georgia Educators. (2010-Present)
- Committee Member, Post-Tenure Review Committee. (2020)
- Early Childhood Representative, College of Education iPad Initiative. (2018-2019)
- Committee Member, College of Education Awards Committee. (2015, 2017, 2019, 2021)
- Committee Member, Pre-Tenure Review Committee. (2019)
- Committee Chair, Pre-Tenure Review Committee. (2018)
- Committee Member, One Evaluation Task Force. (2017-2018)
- Co-Director, Belize Study Abroad Program. (2010-2018)
- Committee Member, Middle Georgia Education Collaborative. (2017 - 2018)
- Early Childhood Program Representative, Majors Fair. (2013 - 2018)
- Committee Member, Professional Learning Plan - Adhoc Committee. (2017)
- Committee Member, College of Education Assessment Committee. (2014 - 2017)
- Early Childhood and Belize Study Abroad Representative, Spring/Fall Fest. (2011-2016)
- Early Childhood Program Coordinator, Program Information Meetings. (2015 - 2016)

Selected Service to the Department of Teacher Education

- Panel Member, Standards Based Assessment Portfolio Panel - Capstone for Early Childhood Education Graduate and Undergraduate Programs. (2000 - Present)
- Interviewer, Early Childhood Applicant Interviews. (1996 - Present)
- Committee Chair, Cohort Orientation - Junior Teacher Candidates. (2016, 2018, 2020)
- Committee Chair, Teacher Work Sample - NAEYC Rubric Revisions. (2019 - 2020)
- Workshop Organizer and Facilitator, Sociogram Workshop. (2010 - 2019)
- Coordinator, Junior Senior Shadowing Experience. (2014, 2016, 2018)
- Faculty Mentor, New Faculty Mentoring. (2016 - Present)

- Author, SPA Reports - Response to Conditions: Early Childhood Undergraduate and Graduate Programs. (2018)
- Author, NAEYC Rubric Revisions for All Graduate and Undergraduate Program Assessments (to satisfy SPA Response to Conditions). (2017)
- Author, SPA Reports - Early Childhood Undergraduate and Graduate Programs. (2016)
- Program Coordinator - Early Childhood Education. (2013 – 2017)
- Author, SMART Report - Early Childhood Education Programs. (2015 - 2017)
- Workshop Organizer and Facilitator, Project WET and Project WILD Educator Workshops for Early Childhood Juniors. (2015 – 2018)
- Organizer, Mock Interviews - Senior Teacher Candidates by System Administrators. (2016, 2018)

Professional Service

- Session Chair, The IAFOR Hawaii Conference Series 2019, *Development and Concerns in Education*, Honolulu, HI. (January 4, 2019)

Public Service

- Judge of Children's Writing Competition, Baldwin County Young Georgia Authors' Writing Competition, Milledgeville, GA. (2015 - 2019)
- Collaborator for Professional Development, Turner Woods Elementary - Media Center, Gray, GA. (2018)
- Committee Member, Baldwin County Strategic Planning Committee, Milledgeville, GA. (2013 - 2016)

Selected Professional Conference Presentations

- Muschell, L.H., Garrett, C.D., Hendricks, M.B., Partridge, J., Georgia Association of Colleges for Teacher Education Fall Meeting, *Owning the Rudder and Not the Oars*. (2020).
- Muschell, L., Olsen, P., Georgia Association of Colleges for Teacher Education - Fall Meeting. *Navigating Uncharted Waters*, (2020).
- Roberts, H., Muschell, L., AERA Meeting, *Determining Impact: A Case Study of the Mentor-led, Field-based, Cohort Model*, Toronto, Canada. (2019).
- Muschell, L., Mizelle, N., IAFOR Hawaii Conference Series 2019, *The Roles, Responsibilities, And Significance of Mentor Leaders: Supporting the Professional Development of Teacher Candidates*, Honolulu, HI. (2019).
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February 5, 2021

Dr. Jim Berger
Director, Center for Teaching and Learning
Georgia College & State University
231 W. Hancock Street
Milledgeville, GA 31061

Dear Dr. Berger,

This letter is to support the nomination of Dr. Lyndall Muschell for the Craig M. Turner Excellence in Service Award. Personally, I cannot think of a better candidate for this award. Dr. Muschell has a consistent record of service at Georgia College, in the College of Education, in the Department of Teacher Education, in the Community, and in her profession. She is often called upon to provide service and is always willing to assist.

University Service

Dr. Muschell's service at the university level is nothing less than outstanding. She continues to serve as a Faculty Senator and has been in that role since 2009. Her Senate work includes participation on the Executive Committee, Curriculum and Assessment Policy Committee, University Senate Bylaws Revisions Committee, Academic Policy Committee, Sub-Committee on Nominations, Education and Assessment Policy Committee, Curriculum and Co-Curriculum Steering Committee, Governance Retreat Planning Committee, and others. She also currently serves as Chairperson of the University Curriculum Committee and also provided service on the Curriculum Committee Task Force. Each of these appointments represent a huge time commitment and Dr. Muschell gives each assignment her full attention.

In addition to her Senate-related committees, Dr. Muschell continues to provide service in many other areas. Her past and current work includes things like contributing as a panelist for the Montessori Advisory Committee, representing the College of Education on the Faculty Advisory Council, participating on the selection committee for the Hemphill-Sallstrom Award and President Scholars Competition, and on the Phi Kappa Phi Committee to select a commencement speaker. Dr. Muschell is also very active with the GC Journeys and Liberal Arts Renewal Project programs to include serving on the Steering Committee of the Liberal Arts Renewal Project and as a discussion facilitator. She also assists her colleagues in areas such as providing her professional input in areas such as the University Tenure and Promotion Task Force, the International Education Committee, the Strategic Planning Committee for Graduate Education, as a GIFT-trained facilitator for the mid-term course assessments, reviewing promotion portfolios for the School of Nursing, participating as a member of the HERS Application Review Committee, interviewing candidates for the presidential scholars competition, involvement in the professional learning community for Study Abroad /Study Away, and reviewing and interviewing Fulbright scholarship applications.

Department and College Service

There is not enough room in a two-page letter to highlight all of the exemplary department and college service that Dr. Muschell has completed and continues to complete. Therefore, I will just highlight some key things she is involved with or has completed in the past. One of the most



time-consuming activities is in her reporting for the various accreditation agencies, including the National Council for the Accreditation of Teacher Education and now Council for the Accreditation of Educator Preparation yearly reporting, the National Association for the Education of Young Children Specialized Professional Association (SPA) data collection and reporting, the Georgia Professional Standards Association annual preparation approval annual report data collection and reporting, the GCSU SMART reporting on Early Childhood programs, and representing Early Childhood on the COE Assessment Committee. Another very time-consuming activity is serving as a Program Coordinator and Cohort Leader. These two activities include things like interviewing potential cohort members, providing orientations, participating in Springfest, Fallfest, and GlimpsEd, and ongoing mentoring and advising.

Dr. Muschell's service includes chairing the Tenure and Promotion Committee since 2014, as well as mentoring faculty candidates so they can prepare successful portfolios for tenure and promotion. She also serves on pre and post-tenure review committees. Another important area of service is on the Educator Preparation Stakeholders Council that helps guide Georgia College's education programs.

In addition to the service noted above, Dr. Muschell works in support of the COE students. Her assistance includes work as a faculty advisor for the Student Professional Association of Georgia Educators, participation on the College of Education Awards Committee, representing Early Childhood with the College of Education iPad Initiative, facilitating the Belize study abroad program, and participating in activities such as providing mock interviews, supporting majors' fairs, supporting the Call Me MiSTER program, and facilitating Project WET and Project WILD workshops.

Professional and Public Service

To round out her service, Dr. Muschell works in the community and in her profession with activities such as judging children's writing competitions, providing professional development, and serving as a session chair at conferences. She also readily assists faculty at other institutions when called upon for professional advice. She is also active in the National Association for the Education of Young Children and the Georgia Association for the Education of Young Children.

As you can see, Dr. Muschell's impact can be seen everywhere on and off campus. Her unsurpassed service involvement demonstrates her commitment to Georgia College, her peers, and our students. It is therefore I do not hesitate to nominate Dr. Lyndall Muschell for the Craig M. Turner Excellence in Service Award. Please feel free to contact me if there are any questions or concerns.

Respectfully submitted,

Dr. Joseph Peters, Dean
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